

Andrews Elementary
13072 County Line Road
Andrews, South Carolina 29510

Grades	PK-5 Elementary School	
Enrollment	832 Students	
Principal	Loretta F. Burbage	843-264-3419
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Joe M. Crosby	843-436-7000

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	17	58	24	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Average	Average	No
2004	Good	Good	Yes
2005	Average	Unsatisfactory	No

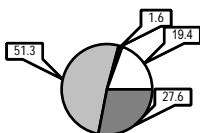
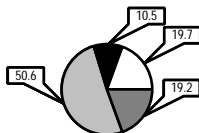
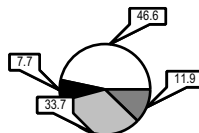
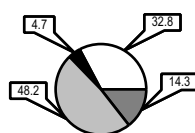
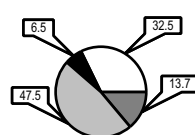
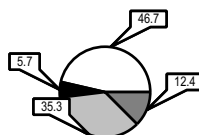
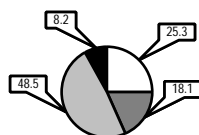
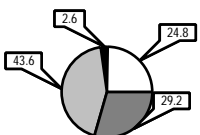
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	443	100.0	19.4	51.3	27.6	1.6	39.1	Yes	Yes
Gender									
Male	218	100.0	21.1	54.1	23.4	1.4	35.4		
Female	225	100.0	17.9	48.6	31.7	1.8	42.7		
Racial/Ethnic Group									
White	235	100.0	13.3	46.9	36.7	3.1	50.9	Yes	Yes
African American	201	100.0	25.0	57.1	17.9	0.0	26.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	381	100.0	18.5	49.9	29.7	1.9	42.8		
Disabled	62	100.0	25.0	60.0	15.0	0.0	16.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	443	100.0	19.4	51.3	27.6	1.6	39.1		
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	436	100.0	18.9	51.5	27.9	1.7	39.2		
Socio-Economic Status									
Subsidized meals	339	100.0	23.1	55.2	20.4	1.2	31.2	No	Yes
Full-pay meals	104	100.0	7.8	38.8	50.5	2.9	64.1		

Mathematics – State Performance Objective = 36.7%									
All Students	443	99.8	19.7	50.6	19.2	10.5	45.9	Yes	Yes
Gender									
Male	218	99.5	18.7	49.8	20.1	11.5	45.5		
Female	225	100.0	20.6	51.4	18.3	9.6	46.3		
Racial/Ethnic Group									
White	235	99.6	12.4	46.0	26.1	15.5	59.7	Yes	Yes
African American	201	100.0	28.1	55.1	11.7	5.1	30.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	381	99.7	15.0	51.0	21.8	12.3	52.3		
Disabled	62	100.0	48.3	48.3	3.3	0.0	6.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	443	99.8	19.7	50.6	19.2	10.5	45.9		
English Proficiency									
Limited English Proficient	7	85.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	436	100.0	19.6	50.4	19.4	10.6	46.1		
Socio-Economic Status									
Subsidized meals	339	99.7	23.8	53.7	16.4	6.2	38.0	Yes	Yes
Full-pay meals	104	100.0	6.8	40.8	28.2	24.3	70.9		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	443	100.0	46.6	33.7	11.9	7.7	19.7
Gender							
Male	218	100.0	46.9	30.1	12.0	11.0	23.0
Female	225	100.0	46.3	37.2	11.9	4.6	16.5
Racial/Ethnic Group							
White	235	100.0	28.8	40.7	16.8	13.7	30.5
African American	201	100.0	66.8	25.5	6.6	1.0	7.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	381	100.0	41.1	36.8	13.4	8.7	22.1
Disabled	62	100.0	80.0	15.0	3.3	1.7	5.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	443	100.0	46.6	33.7	11.9	7.7	19.7
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	436	100.0	46.6	33.6	12.1	7.8	19.9
Socio-Economic Status							
Subsidized meals	339	100.0	53.7	32.4	9.0	4.9	13.9
Full-pay meals	104	100.0	24.3	37.9	21.4	16.5	37.9

Social Studies							
All Students	443	100.0	32.8	48.2	14.3	4.7	19.0
Gender							
Male	218	100.0	31.1	46.4	15.8	6.7	22.5
Female	225	100.0	34.4	50.0	12.8	2.8	15.6
Racial/Ethnic Group							
White	235	100.0	19.9	53.5	18.6	8.0	26.5
African American	201	100.0	47.4	42.3	9.2	1.0	10.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	381	100.0	28.6	49.9	16.3	5.2	21.5
Disabled	62	100.0	58.3	38.3	1.7	1.7	3.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	443	100.0	32.8	48.2	14.3	4.7	19.0
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	436	100.0	32.6	48.5	14.2	4.7	18.9
Socio-Economic Status							
Subsidized meals	339	100.0	40.1	46.9	11.1	1.9	13.0
Full-pay meals	104	100.0	9.7	52.4	24.3	13.6	37.9

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	143	98.6	15.1	33.8	43.9	7.2	51.1
	4	164	100.0	17.9	54.3	27.8	N/A	27.8
	5	155	100.0	24.8	60.1	15.0	N/A	15.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	132	100.0	12.4	38.0	44.2	5.4	49.6
	4	144	100.0	19.6	55.1	25.4	0.0	25.4
	5	167	100.0	25.0	58.8	16.3	0.0	16.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	143	100.0	22.7	53.2	21.3	2.8	24.1
	4	164	100.0	9.3	51.2	31.5	8.0	39.5
	5	155	100.0	19.6	49.7	20.9	9.8	30.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	132	100.0	18.6	56.6	15.5	9.3	24.8
	4	144	100.0	21.7	41.3	28.3	8.7	37.0
	5	167	99.4	18.8	53.8	14.4	13.1	27.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	132	100.0	40.3	41.9	14.0	3.9	17.8
	4	144	100.0	47.1	29.7	12.3	10.9	23.2
	5	167	100.0	51.3	30.6	10.0	8.1	18.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	132	100.0	22.5	56.6	11.6	9.3	20.9
	4	144	100.0	25.4	52.9	18.1	3.6	21.7
	5	167	100.0	47.5	37.5	13.1	1.9	15.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 832)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.2%	Up from 3.2%	3.6%	3.0%
Attendance rate	95.5%	Down from 99.4%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.0%	Down from 8.9%	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.3%	Down from 6.9%	3.5%	3.2%
Eligible for gifted and talented	16.0%	Down from 17.2%	9.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.9%	Down from 8.6%	9.0%	8.2%
Older than usual for grade	2.2%	Down from 2.7%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 61)				
Teachers with advanced degrees	59.0%	Up from 54.8%	50.0%	52.6%
Continuing contract teachers	88.5%	Down from 91.9%	84.8%	83.3%
Highly qualified teachers	96.4%	Up from 95.0%	94.3%	93.5%
Teachers with emergency or provisional certificates	1.8%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	94.0%	Up from 90.7%	86.2%	87.0%
Teacher attendance rate	94.9%	Down from 95.1%	94.8%	95.0%
Average teacher salary	\$44,271	Up 3.0%	\$41,257	\$41,703
Prof. development days/teacher	11.5 days	Up from 11.1 days	13.5 days	12.8 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 17.6 to 1	18.5 to 1	18.8 to 1
Prime instructional time	89.6%	Down from 93.8%	89.4%	89.8%
Dollars spent per pupil*	\$6,818	Down 3.1%	\$6,318	\$6,242
Percent of expenditures for teacher salaries*	61.0%	Down from 61.9%	65.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	95.0%		89.4%	
Highly qualified teachers in high poverty schools	95.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2004-05 school year at Andrews Elementary School has been productive and creative. Students, staff, and our community came together in many ways to make this a successful and productive school year.

To promote and enhance learning in our physical environment, beautiful and instructional murals portraying the low country have been added in several school areas. We plan to continue this project by adding more South Carolina scenes in different locations.

We have worked hard this year to improve the cohesiveness among the members of our Andrews Elementary School family. This is evidenced in many ways from committee work, community circles within the classroom and among our faculty, family curriculum nights, a strong parenting program, the building of character through our character education program, and through the many incentives that are given on a daily basis for small and large achievements.

Academically, the students at Andrews Elementary School have worked hard to master the state standards in each of the core content areas. Much work has been done to make learning real and relevant to our students as we used Everyday Math and the new Harcourt Reading Series as a vehicle to integrate learning across the curriculum. Hands-on activities and notebooking in science helped to put our students in charge of their learning, giving them ownership and pride as they became teachers, too. Our extended-day program and morning focus groups allowed our students to strengthen and enrich their academic skills.

Community involvement has always been a strong component of our success, but this year we have created many more partnerships with churches and local businesses. One of the partnerships that we are especially proud of was established through the State Chamber of Commerce with the Exchange Bank of South Carolina. We are excited about this growing partnership.

We are committed to our journey to improve each student's social, emotional, physical, and academic needs. We will continue to work with the students, parents, and community to provide the best beginning that we can. Thank you for your continued support in helping our students to become lifelong learners and productive members of society.

Loretta F. Burbage
Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	60	147	74
Percent satisfied with learning environment	93.1%	82.1%	94.4%
Percent satisfied with social and physical environment	94.8%	85.5%	87.5%
Percent satisfied with school-home relations	73.3%	88.4%	81.9%

*Only students at the highest elementary school grade level at this school and their parents were included.